**Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Section \_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_**

**Lab partners\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| --- | --- | --- | --- | --- |
| **Category** | **Scoring Criteria** | **Points** | **Student Evaluation** | **Teacher Evaluation** |
|  |  |  |  |  |
| **Purpose (4)** | The question to be answered during the lab is clearly stated | 2 |  |  |
| The hypothesis clearly shows it is based on research (*not just a wild guess*) and is written in the formal format | 2 |  |  |
| **Lab Introduction (10)** | Thoroughly and accurately answers the relevant questions put forth in the lab handout | 5 |  |  |
| Research references used to prepare lab are properly cited and trustworthy | 5 |  |  |
| **Materials & Methods (3)** | Presents easy-to-follow steps which are logical and adequately detailed | 3 |  |  |
| **Data & Results (4)** | Data table is complete and accurate | 4 |  |  |
| **Discussion/ Conclusion (20)** | States a conclusion based on the hypothesis and purpose (supports or rejects hypothesis) | 2 |  |  |
| The data is analyzed in a appropriate way and is related to the hypothesis and purpose | 4 |  |  |
| Identifies sources of error and explains their effects on results | 2 |  |  |
| Presents suggestions on experiment improvement and further studies to be done | 2 |  |  |
| **Presentation (9)** | Report is typed, no larger than 12 font, 1.5 spacing and margins of 1” | 2 |  |  |
| Logically sequenced as laid out in the lab report; Lab report sections clearly distinct from each other | 2 |  |  |
| All grammar and spelling are correct. Use of paragraphs aids organization. | 2 |  |  |
| Lab notes are attached and provide a thorough record of the lab process | 2 |  |  |
| Lab report is stapled and scoresheet (self evaluation) is completed and attached | 2 |  |  |
|  | Lab report was turned in on time | 2 |  |  |
|  | Total: | 60 |  |  |